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ALL CHILDREN IN SCHOOL BY 2015

# Global Initiative on Out-of-School Children

**UNICEF and the UNESCO Institute for Statistics**

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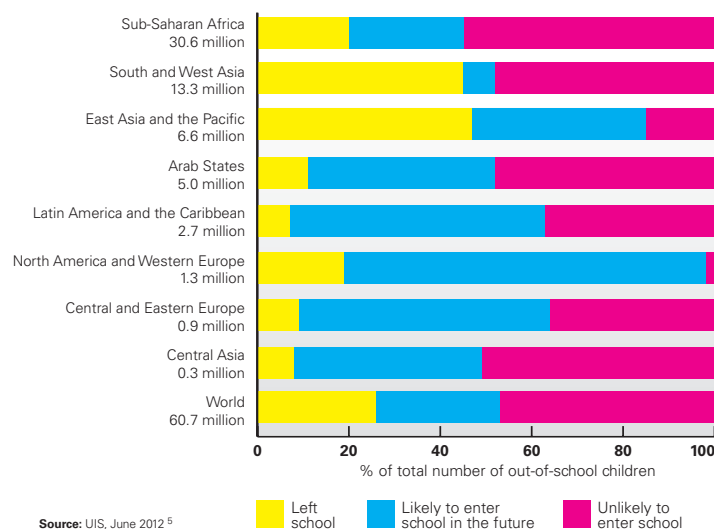
UNICEF and the UNESCO Institute for Statistics (UIS) launched the joint Global Initiative on Out-of-School Children in 2010 to accelerate efforts towards the goal of universal primary education by 2015. **The goal of the Initiative is to achieve a breakthrough in reducing the number of out-of-school children.** The Initiative builds on UIS/UNICEF's 2005 joint report *Children Out of School: Measuring exclusion from primary education*, which describes a methodology for estimating the number of primary school-age children who are out of school and presents national, regional and global estimates for this indicator.<sup>1</sup>

The issue of out-of-school children needs to maintain its high priority within the Education for All (EFA) agenda. Without bold and sustained action on this issue, Millennium Development Goal (MDG) 2 will not be realised. MDG 2 and EFA are also fundamental requirements for achieving all other MDGs: poverty eradication; gender equality; reduction of child mortality and improvement of maternal health; elimination of HIV and AIDS and other diseases; and environmental sustainability.

## CHALLENGE

**A total of 61 million primary school-age children were out of school in 2010.** Sub-Saharan Africa accounts for one-half of all out-of-school children worldwide, with the number of children out of school rising from 29 million in 2008 to 31 million in 2010. Furthermore, 71 million children of lower secondary school age were out of school in 2010, pointing to further exclusion.<sup>3</sup> There is a growing concern that the pace of progress towards universal primary education has been slowing over the last several years and that school retention was harder to maintain. Of the 61 million children who were out of school in 2010, 47 per cent are expected to never enter school, 26 per cent have attended but left school, and the remaining 27 per cent are expected to enter school in the future (see Figure 1). Girls account for more than half of primary school-age children out of school. They face the greatest barriers in the Arab States, with 61 per cent of the out-of-school population being girls.<sup>4</sup>

**Figure 1: School Exposure of Out-of-School Children of Primary School Age by Region, 2010 (%)**



**Deeply entrenched structural inequalities and disparities** are at the root of such challenges facing out-of-school children. These challenges are linked to many factors,

## UNITING EFFORTS

The urgent challenge of getting out-of-school children into classrooms has been reflected in the key commitments made since the international community adopted the six EFA goals in Dakar in 2000. The declarations emerging from the EFA High-Level Group meetings in Addis Ababa in February 2010 and in Jomtien in March 2011 call on governments to scale up efforts to address the problem of out-of-school children and to ensure equity in education.

The UIS/UNICEF Initiative fits within the framework of the Partnership in Statistics for Development in the 21st Century (PARIS21), the overall goal of which is "to develop a culture of evidence-based policymaking and implementation which serves to improve governance and government effectiveness in reducing poverty and achieving the Millennium Development Goals".<sup>2</sup>

1 UNESCO Institute for Statistics (UIS) and United Nations Children's Fund (UNICEF), *Children Out of School: Measuring exclusion from primary education*, UIS, Montreal, 2005.

2 Partnership in Statistics for Development in the 21st Century, 2009–2010 PARIS21 Work Programme, PARIS21 Steering Committee Meeting, 5–6 June 2008.

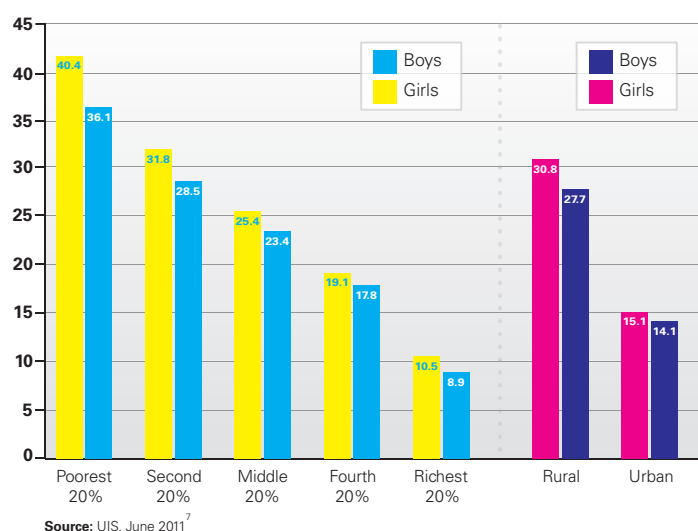
3 UIS, June 2012.

4 UIS, June 2012.

5 Regions are sorted by the number of out-of-school children in 2010.

including income poverty, exposure to child labour, conflict and natural disasters, location, migration and displacement, HIV and AIDS, disability, gender, ethnicity, language of instruction, religion and caste. Because of these disparities, even countries with promising national indicators risk falling short of universal primary education.<sup>6</sup> Multiple disparities often intersect with each other, resulting in complex and mutually reinforcing patterns of disadvantage that erect barriers to schooling and erode educational opportunities. Figure 2 illustrates the intersection between out-of-school children and disparities related to household wealth, location and gender.

**Figure 2: Out-of-school children by sex, household wealth quintile and area of residence, 2003-2010 (%)**



**Policies and programmes** to address the problem and reduce inequalities remain inadequate in many countries, and available resources are not always used efficiently. There has also been little systematic analysis to identify the bottlenecks and explain why well-intentioned policies are still not yielding robust results. For example, despite the movement to abolish school fees worldwide, poor families continue to bear the burden of a range of educational costs. While non-formal and alternative education strategies are frequently a common route to learning for many out-of-school children, these interventions might be of lower quality, have usually inadequate financial support, and often lack equivalence to formal education.

Furthermore, the multi-dimensionality of disparities makes it extremely difficult for countries to formulate and finance multi-sectoral policies needed to address these challenges. The most disadvantaged out-of-school children need additional targeted measures and investments, some of which are beyond the field of education and many of which are costly and difficult to manage. Social protection programmes have demonstrated a variety of impacts directly related to out-of-school children: by removing demand-side barriers to education, they reduce the need for families to rely on harmful coping strategies. However, synergies across the different parts of the social protection system are not entirely utilised. Finance and support between ministries as well as various levels of service providers are often not coherent.

Reaching the “last 10 per cent” of out-of-school children is not only more difficult, but also more expensive, because these children face multiple disadvantages, including forms of social

exclusion that are often hidden. There are few nationally-specific estimates of the costs involved in reaching these children, and education sector budgets continue to assume equal unit costs for all children, without factoring in additional expenses needed to compensate for disadvantage. There are also very few analyses of the relative cost-effectiveness of demand-side versus supply-side interventions and few comparative cost-effectiveness analyses of even various supply-side strategies.

Underlying the policy gap is a **data gap** stemming from the need for rigorous tools and methodologies to identify out-of-school children, to measure the scope of exclusion and multiple disparities, to assess the reasons for exclusion, to monitor progress towards universal primary education and to inform policy and planning. Above all, greater consensus is needed on estimates of the number of children out of school. This requires improving the quality of data collected through administrative records and household surveys and making more effective use of such data sources. Education Management Information Systems provide a largely supply-side perspective, which is essential for managing education systems, and household surveys provide a needed demand-side perspective.

Data reported by governments may understate the number of out-of-school children because of problems in collecting data from schools, or it may overstate the number by leaving out children attending independent private schools that are not registered or recognised. Coverage of non-formal learning activities is also limited in existing statistics.

On the demand side, disaggregated data of better quality are needed to provide an evidence base for increasing the visibility of the marginalised and for the development of policies targeting disadvantaged groups. More and better information is crucial to revealing who the out-of-school children are, where they live, why they are out of school and what forms of exclusion and disparities affect them.

## GOAL AND ACTIVITIES

The goal of the Out-of-School Children Initiative (OOSCI) is to address these challenges and to support countries in achieving a breakthrough in reducing the number of out-of-school children. The specific objectives are to:

- **improve the statistical information and analysis** regarding out-of-school children and develop complex profiles of these children that reflect the multiple deprivations and disparities they face in relation to education; and
- **identify bottlenecks, analyse existing interventions related to enhanced school participation and develop context-appropriate policies and strategies** for accelerating and scaling enrolment and sustaining attendance rates for the excluded and marginalised.

The OOSCI has **country, regional and global dimensions** and is designed to have research- and action-oriented and capacity-development-related outputs. It will yield country and regional studies, a global report on out-of-school children and a guidance document to countries on a methodology to address the problem of out-of-school children. Twenty-six countries from seven regions are presently engaged in the Initiative. Country-level activities are undertaken by country teams representing the diverse stakeholders in education and led by government partners. These activities

<sup>6</sup> In many countries, national averages mask high disparities that exist at sub-national levels and among particular population groups.

<sup>7</sup> Household survey data from 31 countries with more than 100,000 out-of-school children. Mean values are unweighted.

will contribute to on-going education sector planning and reform efforts as well as annual sector and budget reviews, within the framework of the Global Partnership for Education processes as well as other sector-wide approaches.<sup>8</sup> Understanding Children's Work (UCW), an inter-agency research cooperation initiative

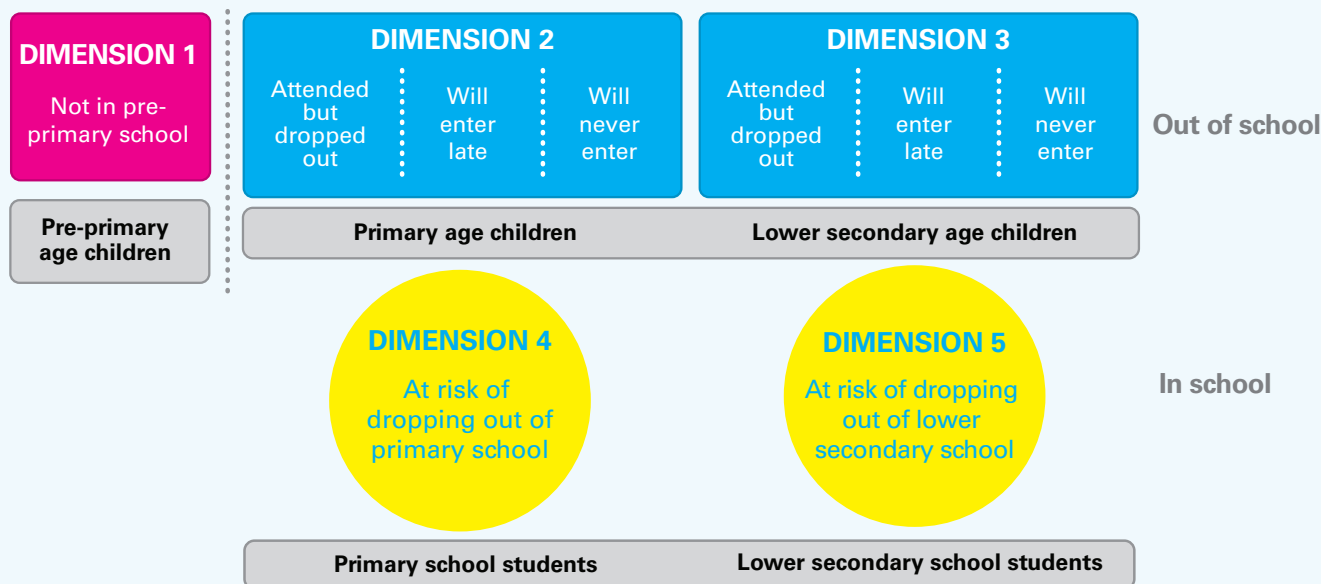
between the ILO, UNICEF and the World Bank, will support analytical linkages with child labour.<sup>9</sup> Advocacy activities will accompany the work at country, regional and global levels, and a global conference is planned to share lessons learned and roll out the work in additional countries.

## THE APPROACH

A Conceptual and Methodological Framework was developed by the OOSC Initiative in order to guide the work at the country level. This framework introduces a new approach (drawing on the CREATE model<sup>10</sup>) for analysing the problem of OOSC through Five Dimensions of Exclusion (5DE) that capture excluded children from pre-primary to lower secondary school age across a range of disparities and degrees of exposure to education. It also supports a more systematic linkage and leveraging between three main components: (i) profiles of excluded children capturing the complexity of the problem of OOSC in terms of magnitude, inequalities and multiple disparities around the 5DE; (ii) barriers and bottlenecks to clarify the dynamic and causal processes related to the 5DE; (iii) policies and strategies to address the 5DE-related barriers and bottlenecks within education and beyond, especially as related to social protection systems.

The 5DE model represents an innovative approach that provides **a broader, more complex and equity-oriented view of exclusion from education** than is addressed by the MDGs, with key implications concerning barriers and policy development. By generating data on out-of-school children

of pre-primary, primary and lower secondary school age, the model underlines the importance of a life-cycle approach and of effectively linking the provision of education to children with different developmental needs at different stages in life. The model draws attention to patterns and forms of exposure to schooling of out-of-school children (early school leavers, children who will enter in the future, children who will never enter school). The disparity analysis within the 5DE is also key for a better understanding of multiple and overlapping forms of exclusion and barriers to inclusion, for increasing the visibility of marginalised groups, for more effective tracking and targeting of disadvantaged groups and areas (while working on universal access) and for improving the linkage between education policies and social protection systems. Finally, the 5DE framework covers children who are currently in school, but at risk of leaving before completion, potentially identifying at-risk groups who may become the out-of-school children of tomorrow. This is a key feature in linking equity in access to quality education, demand-driven poverty-focused policies to supply-side provision of quality (especially in relation to school-level processes) and policies for out-of-school children to policies for children in school.



## COUNTRIES

**Twenty-six countries from seven regions** are engaged in the Initiative:

- *East Asia and the Pacific*: Cambodia, Indonesia, Philippines, Timor-Leste.
- *South Asia*: Bangladesh, India, Pakistan, Sri Lanka.
- *Central and Eastern Europe and the Commonwealth of Independent States*: Kyrgyzstan, Romania, Tajikistan, Turkey.
- *Middle East and North Africa*: Morocco, Sudan, South Sudan.<sup>11</sup>

- *Eastern and Southern Africa*: Ethiopia, Mozambique, Zambia.
- *West and Central Africa*: Democratic Republic of the Congo, Ghana, Liberia, Nigeria.
- *Latin American and the Caribbean*: Bolivia, Brazil, Colombia, Mexico.

These 26 countries reflect the magnitude of the problem of out-of-school children as well as high disparities in education (See Table on the following page).

<sup>8</sup> 9 of the 26 OOSCI countries are the Global Partnership for Education countries.

<sup>9</sup> See [www.ucw-project.org](http://www.ucw-project.org) [accessed 15 April 2011].

<sup>10</sup> Consortium for Research on Educational Access, Transitions and Equity: [www.create-rpc.org](http://www.create-rpc.org) [accessed 15 April 2011].

<sup>11</sup> Separated data for Sudan and South Sudan are currently not available.

Region and Country	Primary school age OOSC number ('000) (Survey data) (1)	Primary school age OOS rate (%) (Survey data) (2)	Primary school age OOSC number, 2010 ('000) (Administrative data) (3)	Primary school age OOS rate, 2010 (%) (Administrative data) (4)	Main type of OOSC (5)	GPI for primary GER (Administrative data) (6)	Youth literacy rate 2010(%) (7)	Child labour rate (%) (8)
<b>EAST ASIA AND THE PACIFIC</b>								
Cambodia	284	15	73	4	L	0.95	87	39
Indonesia	3,797	15	236	1	N	1.02	99	7
Philippines	1,459	12	1,460	11	L	0.98	98	–
Timor-Leste	48	25	28	14	N	0.96	80	4
<b>SOUTH ASIA</b>								
Bangladesh	3,251	19	–	–	–	–	77	13
India	20,853	17	2,278	2	D	1.00	81	12
Pakistan	7,414	34	5,125	26	N	0.82	71	–
Sri Lanka	–	–	102	6	L	1.00	98	–
<b>CENTRAL AND EASTERN EUROPE AND THE COMMONWEALTH OF INDEPENDENT STATES</b>								
Kyrgyzstan	32	8	18	5	D	0.99	100	4
Romania	–	–	109	12	nd	0.99	97	1
Tajikistan	18	3	15	2	N	0.96	100	10
Turkey	860	11	162	3	L	0.98	98	3
<b>MIDDLE EAST AND NORTH AFRICA</b>								
Morocco	377	11	134	4	L	0.94	79	8
Sudan (North and South)	3,002	46	–	–	–	0.90	87	–
<b>EASTERN AND SOUTHERN AFRICA</b>								
Ethiopia	7,402	55	2,390	18	Nd	0.91	55	53
Mozambique	833	19	482	10	L	0.91	72	22
Zambia	503	20	184	7	L	1.01	74	41
<b>WEST AND CENTRAL AFRICA</b>								
DR Congo	4,507	39	–	–	–	0.87	65	42
Ghana	890	25	567	16	L	1.00	81	34
Liberia	388	60	–	–	–	0.91	77	21
Nigeria	9,267	37	10,542	42	N	0.91	72	29
<b>LATIN AMERICA AND THE CARIBBEAN</b>								
Bolivia	44	3	63	5	L	0.99	99	26
Brazil	728	5	595	4	Ln	0.94	98	3
Colombia	410	9	374	8	L	.98	98	9
Mexico	392	3	58	0	L	0.99	98	5

#### Sources and notes

- (1) Estimated number of children in the official primary school age range who are not attending either primary or secondary schools, based on primary school age OOS rate and population estimates of the corresponding official primary school age range. Source: UNICEF database, February 2011. Data: 2003-2009 MICS, DHS and other household surveys; and United Nations Population Division population estimates from the World Population Prospects, 2008 Revision.
- (2) Children in the official primary school age range who are not attending either primary or secondary schools, expressed as a percentage of the corresponding population. Source: UNICEF database, February 2011. Data: 2003-2009 MICS, DHS and other household surveys.
- (3) Number of children of official primary school age who are not enrolled in primary or secondary education. Source: UIS, June 2012. Data: 2010, except for Ghana, Morocco, Mozambique (2011), Philippines, Turkey (2009), India (2008), Bolivia (2007), Brazil (2005).
- (4) Per cent of children of official primary school age who are not enrolled in primary or secondary education, derived from the adjusted net enrolment rate (NER) in primary education. Source: UIS, June 2012. Data: 2010, except for Ghana, Morocco, Mozambique (2011), Philippines, Turkey (2009), India (2008), Bolivia (2007), Brazil (2005).
- (5) Main type of out-of-school children (dropout, enter late, never enter). Source: UIS, June 2012. Data: 2010, except for Ghana, Morocco, Mozambique (2011), India, Philippines, Turkey (2009),

Bolivia (2007). Letter codes: d = dropout, l = enter late, n = never enter (uppercase letter: >45% of group; lowercase letter: >33% of group).

- (6) Gender parity index for primary gross enrolment ratio. Ratio of female to male values of the primary gross enrolment ratio. The gross enrolment ratio is the total enrolment in primary school, regardless of age, expressed as a percentage of the official primary school-age population. A value between 0.97 and 1.03 is considered gender parity. Less than 0.97 indicates girl disadvantage, whereas greater than 1.03 indicates boy disadvantage. Source: UIS, June 2012. Data: 2010, except for Ghana, Morocco, Mozambique (2011), Bolivia, Philippines, Turkey, Sudan (North and South) (2009), India, Liberia (2008), Brazil (2005).
- (7) Number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Source: UIS database, June 2012. Source: UIS database, June 2012. Data: 2010, except for Bolivia, Brazil, Cambodia, Indonesia, Kyrgyzstan, Morocco, Pakistan, Turkey (2009), Philippines (2008), Ethiopia (2007), India (2006).
- (8) The percentage of children 5-14 years old involved in child labour. Source: UNICEF, State of the World's Children, 2012.

#### FOR MORE INFORMATION

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